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ABSTRACT

The importance that a study of the humanities plays in preparing educational administrators has been recognized by many, but remains an elusive concept. There are several reasons for including the humanities in administrator preparation programs: they provide time-tested examples of appropriate relationships, they deal with enduring concerns and issues related to the human condition, and they evoke a deep respect for responsible action. The humanities can be incorporated into leadership preparation programs through a humanities seminar (an intensive four-week experience), a one- or two-week seminar that attempts to show similarities in human experience among diverse cultures, a two- or three-day workshop focusing on a specific topic, or through unlimited forms of inservice training. Study of the humanities can be used as a general liberalizing influence, a vehicle for values development, or an impetus for creativity. The humanities are opposed by those who desire an ordered taxonomy that stresses accountability, behavior modification, and behavioral objectives. A proper approach to teaching the humanities requires an interdisciplinary blend of generalists and specialists. Related articles on using the humanities in leadership training, an evaluation of a humanities seminar, and examples of structure and content for a seminar are appended. (Author/WD)

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QUO VADIS? (Quo vaduisti vadesque?)

SOME APPROACHES TO THE USE OF THE HUMANITIES IN LEADERSHIP PREPARATION PROGRAMS

A Paper Prepared for Division A of AERA
Invited Symposium. Los Angeles. 1981

by
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Contents

Item	Page
Introduction	1
Assumptions	2
And Today?	4
Why and How?	5
The Theoretic Framework Problem	8
The Other Barriers	11
Notes and References	15
Appendix A. Notes on Evaluation	A-1
Appendix B. Some Examples of Structure and Content	B-1
Appendix C. A Potpurri of Some Related Ideas	C-1

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Quo Vadis? Some Approaches to the Use of The Humanities in Leadership Preparation Programs.*

Introduction

Like other good ideas, the concept of employing "the humanities" in the preparation of Educational Administrators won't stay down. Yet the idea stays elusive; it resists attempts at Formalization, Organization or Structure. Diaphaneous, it waxes and wanes, appearing in slightly different guises in the warp and woof of our preparation programs, or our plans for preparation programs.

Plans and approaches to use "the humanities" in the preparation of leaders and administrators have been with us for quite some time. For example, the "Aspen" experience was a well known way for captains of industry to relax and refresh their minds with thoughts from the humanities; to be humanized a bit.

From 1968 through 1972 a "Humanities Seminar" was part of a funded administrator preparation program at the University of Tennessee, Knoxville. (1,2,3,4,5). This and several other programs were carefully reported by Farquhar in his state-of-the-art publication, Humanities in Preparing Educational Administrators (11). My remarks here start from the Tennessee Humanities Seminar as a base, for although there have been other Humanities experiences, I am unaware of any that have been as well documented or evaluated. (See Evaluation, Appendix A).

With each passing year there is more and more need for each person in a position of responsibility to act from a strong, consistent and useful philosophic base. Advances in technology mean that decisions can have greater and more rapid impact; social, educational and economic distances between the "Haves" and "Have-Nots" widen daily. More and more of our society relies on decisions of specialists or professionals. The decisions had better be good. During times of rapid growth in education, many entered administration (and even education) with precious little substantive grounding in an academic discipline. They may have had

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*C. M. Achilles, Professor, Educational Administration and Supervision, College of Education, University of Tennessee, Knoxville, 37916. Invited Symposium for AERA, Division A, Los Angeles, 1981. I make no apologies for this pragmatic approach to the humanities (and humanism). It is an attempt to bridge the "two cultures;" to use the humanities to understand behavioral science concerns.

a Bachelor's in Elementary Education, a Master's in Secondary Education and advanced work in Educational Administration. A well designed, focused and planned program in the humanities must help these leaders understand interrelationships among disciplines and the breadth of knowledge with which education must deal. In this sense, the humanities exposure is compensatory education for those whose general education lacked the academic pursuits of a discipline.

To many, the humanities provide detached, esoteric and unrealistic knowledge. They aren't hard disciplines, like sciences. The humanities don't lead immediately and primarily to high-paying jobs. (But let's not forget that the humanities originally were "vocational;" they prepared people for the professions.) Or, professors of the humanities were unable or failed to relate their disciplines to the real world of today's problems. For whatever reason, a generation (or more) has neglected the serious study of the humanities. Thus, advanced preparation programs must help fill the void. But more than that, program designers should see the humanities as a useful curriculum and instruction tool in the preparation of administrators. The rationale for the Tennessee program (and others that I participated in) is valid today.

Assumptions

A program employing humanities in the preparation of leaders must be based on assumptions that are open for discussion and debate. Some assumptions are reviewed here:

1. There is a need for program emphasis on administrators' knowledge of values, value-orientations, and issues explored in the humanities; especially as these affect their own perspectives, the larger system's values, and basic decisions the administrators must make.

2. What administrators choose to do depends upon their values; their decisions and behaviors are manifest values.

3. The administrator is a person first; an administrator second. The administrator is cast by society in a decision-making role. Therefore, a preparation program for administrators must focus upon a human's relations with fellow humans by examining those things generally referred to as uniquely human--art, music, philosophy, literature, -- whatever provides humankind with the cornerstones of humanity first, and decision-making ability second.

4. Prototype issues and the philosophic reasons for key decisions and movements in society are presented through the humanities: art, music, literature, drama, history, philosophy, etc.

5. Study of the great and real issues through the humanities makes at least as much sense as simulation and case study approaches -- with the added value that the consequences of the acts or decisions can be studied.

6. The humanities provide a record of that which is human.

7. Etc.

Two other points seem noteworthy. At a time when education tends toward the "cookbook" approach in textbooks, the humanities provide rich and interesting examples. By discussing thoroughly actions taken by characters in various plays and literature, future administrators can actually "simulate" interpersonal reactions, analyses of behaviors, and the consequences of actions.

Based on the above assumptions (and others not stated) the experimental administrator preparation program (1968-1972) at Tennessee included a humanities component which focused upon the phenomenon of educational administration. Humans are social creatures and their experiences in the world are relational experiences. At some point in a preparation program for educational administrators there should be a <u>focused</u> and <u>directed</u> experience to explore humanity's relationship to other important variables, such as art, nature, beauty, others, and transcendental phenomena. The history of humanity's struggle for realization of these questions is developed in the subject area generally referred to as the humanities.

Education, with its known relationship to income, plays a major role in the social and economic development of young people. Administrators daily are faced with making decisions which are extremely fundamental or basic in nature; that is, they make decisions closely related to value-oriented positions. The humanities can be used to encourage administrators to recognize their awesome responsibilities in making decisions with and for people and to encourage administrators to review their positions <u>vis-a-vis</u> human nature.

And Today?

"Universities are turning out highly skilled barbarians" (20). The issue is not anymore so much of "how" to do something, but of the reasons for doing something. Over-specialization has resulted in the inability of individuals to apply knowledge to the solution of problems.

Whitehead (24) identified the inability to act as an educational problem; he said that "education is the acquisition of the art of the utilization of knowledge." (Emphasis added) Educated individuals are responsible for how they use ideas. Over-specialization causes people to focus only on their own microscopic areas of knowledge.* The wise application of knowledge suffers. Wisdom and knowledge differ.**

Often we pursue something without asking the question, "Why?" We are concerned only with how to do something or how to do something better; seldom do we reflect, "Should it be done in the first place?" Note that some educator groups are trying to influence what questions should go into the Gallup Poll on education--not questioning whether or not there even should be one.

Even physicians are becoming concerned with humanism and the humanities. (Note also the increasing concern for ethics in law, business, education, engineering, agriculture, and other fields.) Pellegrino, in "Humanities and Human Values in Medical Education," (22) discusses the dearth of philosophy, morals and ethics in the training of physicians. The UCLA medical school hired the humanist, Norman Cousins, to work with aspiring doctors. Ethics/morals are becoming part of the curriculum in many medical schools. And why? Because doctors were concentrating on the technology of medicine and neglecting the humanistic questions which undergird medicine. And education is in the same boat.

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*Heinlen once said: "Specialization is for insects." The Notebooks of Lazarus Long.

**H. Hesse, Siddhartha. "Wisdom is not communicable... Knowledge can be communicated, but not wisdom. Once can find it, live it, be fortified by it, but one cannot communicate and teach it." p. 144.

Why and How?

Several reasons come to mind for incorporating the humanities in an administrator preparation program. Some are mentioned here, although not necessarily in order of importance.

The humanities are personal; they deal with enduring concerns and issues related to individuals. The humanities provide the academic and discipline bases for the philosophy commonly called "humanism," a philosophy which is important in understanding education. The humanities offer a range of rich and illustrative experiences of the human condition; they provide time-tested examples of appropriate relationships--relationships between duty and country, between people and their divinities, between people and their institutions. The humanities provide models of appropriate and acceptable behavior. The humanities, through an inherent value demonstrated by their continual acceptance over time, add immeasurably to the art of living the good life, and this is what education is about.

The humanities espouse a constant striving to learn how to act--and to welcome and love the responsibility of acting properly. Actions must be in accordance with criteria and standards of excellence. The individual must count and benefit. The humanities provide bases or criteria for assessing appropriate action.

John Foudy, in The Educational Principles of American Humanism (13), derives several principles that are excellent guides to understanding education's role in society. In an education based on humanism and the humanities, study of any discipline cannot take the place of ideas. In the past, professors of humanities may have treated classical writers and ideas too much as isolated phenomena, and failed to relate these in vital ways to daily life. Educators failed in linking humanistic ideas to the concept of the good life. The philosophy of Humanism relies heavily on the humanities (and Humanism is key to education). Humanism depends upon self-discipline, dialogue and directed study.

Konnert and Graff establish some guidelines for the humanist education needed today.

> Perhaps the most important element in the core of a personal philosophy is humanism... Humanism is the chief factor in integrating an individual's values into a consistent, comprehensive and workable whole... This is equivalent to saying that moral or ethical values constitute a basic and integrating factor in any personal philosophy. (16:3)

Does this mean that a humanistic education and use of the humanities would become classes on moral development (so popular in many schools today)? No! Such courses are remedial or compensatory for a generation raised on humanitarian values and on an absence of study in the humanities. Humanism is taught by example; its traditions derive from literature, history, the arts, philosophy.... in short, from The Humanities.

I have used humanities in leadership preparation programs in several ways. A brief description of some ways follows.* One approach was the "humanities seminar," an intensive four-week experience during which participants immersed themselves in the humanities experiences. This was the most refreshing of our examples. It was taught by several people, and several guests were always in the sessions.

I have also conducted one and two-week "social focus" seminars with the explicit purpose of attempting to show similarities in the human condition between and among cultures. The two-week experience was done at the Miami Race Desegregation Assistance Center, University of Miami, Coral Gables, Florida. A similar one-week experience was done with the Desegregation Assistance Center at the University of Tennessee, Knoxville. (I personally felt that the two-week experience was superior to the one-week experience.)

I have done two and three-day workshops (short-courses) with the focus on a specific topic. For example, one successful program was called, "From the Inside

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*More detail appears in Appendix B.

Out." Through art, music, and literature this experience dealt with the undesirability of jail and showed the world "from the inside out," that is, through the eyes of incarcerated persons. Materials consisted of such things as Soul on Ice, "Letter from the Birmingham Jail," "Civil Disobedience," "The Prisoner of Chillon," and songs such as "Folsom Prison,"(and the many songs from that album), "Tie a Yellow Ribbon Around the Old Oak Tree," etc. The art of incarcerated persons is rigid and formal; it lacks color and life. It reflects the way the world looks to those who are inside looking out.

Other approaches include incorporating the humanities into regular courses and the use of short "inservice" sessions (the Aspen experience, NCPEA, etc.). It is possible to expand regular course bibliographies and assignments to provide a humanities emphasis: novels, short stories, best sellers, concerts, exhibits, guest presenters. The student can be encouraged to consider assignments based on the "Why" questions (rather than the usual "How"). The instructor should help the student focus on concerns related to administration (these will be human issues and relationships).

The inservice mode can take unlimited forms. Mature people with common concerns can analyze issues from the humanities through their behavioral science theoretic frameworks; they may read and discuss books or other literature forms; they may discuss relationships after experiencing a common presentation. Here key issues are common or similar experiences and time--time to read, to reflect, to ruminate, to reaffirm, to recognize. The common or shared experiences provide a platform from which to launch discussions that help each person understand the other's viewpoints. Each approach has its merits and weaknesses. The purposes to which a good humanities program can be put are limited only by the imagination and range of experiences of the persons in charge together. Humanities add some "generalist" training in this world of overspecialization. The humanities are refreshing, interesting and pertinent. (See Cicero: Pro Archias.)

Laughlin (18) has suggested approaches to using resources from the humanities in a preparation program for educational administrators. After a well-developed rationale, Laughlin discusses "How" to include the humanities content. (18:6)

1. Seminars and group studies
2. Develop and schedule a new course
3. Summer intensive workshops
4. Blend resources from the humanities into current courses by;
   a. Expanding the course bibliography to include resources,
   b. Encouraging students to attend plays, concerts, exhibits etc. when the activity is germane to purposes of the course, and
   c. Invite guest instructors from the humanities for team-teaching sessions in current courses.

These "How to" questions show that there are many ways to employ the humanities in preparation programs. The "how-to"-type questions will not be insurmountable once the "why" issue has had reasonable resolution--and the why issues are the most important.

The Theoretic Framework Problem

Part of the problem is our need to justify, to understand, to analyze, to evaluate. Before we can justify using the humanities in preparation programs, we must have scientific "proof," frameworks, etc. Farquhar (11) provided one way to cluster and analyze our knowledge. He suggested that there were three broad categories of using the humanities in preparation programs:

1. The general liberalizing approach,
2. Values (and ethics) development, and
3. Use of the humanities to foster creativity.

I am comfortable with these distinctions. There are differences in these approaches that can be identified. We had experiences with all three of Farquhar's categories, but most experience was with two: humanities as a

general liberalizing influence, and humanities as a values-development vehicle I suggest that the twain will never meet. The disparity between the two was noticable, particularly during the 1969 session when there were two major resource persons, each of whom was working in a different area. The following summarizes the differences (3:11-12).

> It goes without saying that the Humanities as a liberalizing influence is a very broad, exploratory and general experience, much like an introductory course. It also goes without saying that the Humanities as a values development vehicle is a very intense, personal almost therapeutic, experience. In the second example, as a values development session, it may in some instances almost approach a "T" group or sensitivity training session in terms of the intensity of the exchange between and among students and faculty.
>
> The Humanities as liberalizing influence may take one or two themes and play these back against a sampling of literature (or art or philosophy) which reflects those themes in some detail. Discussion is generally confined to the actions of the characters, with little hypothesizing as to why the characters behave as they do, just a relationship as to what the characters do.
>
> In the values development approach, the possible motives for the behaviors are explored.
>
> In the general liberalizing approach, students are not expected to understand motives in depth, but are introduced to ideas which, perhaps, they have never had before and attempt to relate those ideas to man, society and administration.
>
> In values development, students are encouraged to try to understand behaviors in light of their own behaviors or motives, and to see that others may have different behaviors or motives.
>
> In the general liberalizing approach, action moves swiftly from one topic to another and the student profits from an exposure to something new, and from exposure to many things.
>
> In values development, action moves slowly with constant repetition on several points.

The "creativity" approach was a little harder to initiate. The 1971 Humanities Seminar tried to incorporate all three approaches. During the fourth week, activity moved to the "creativity" approach as I understand Farquhar's description of it. There was less formal, cognitive work, such as reading.

Multi-media and multi-sensory approaches encouraged participants to be "creative." Various stimuli were provided to prod that creativity; several senses were

involved at most times. For example, during whatever presentations or discussions were going on there were such stimuli as: a vase of roses, several lighted candles, prominently-displayed paintings or posters. There were also records or tapes of selected music, the burning of various incenses, and coordination of slides,movies, or overhead projector shows. Participants viewed and shared student-developed collages, essays and statements, poems, paintings and posters that were selected by the staff to evoke an interest in major topics of concern; namely, development of values, communication, and "what is the human condition?"

Participants' writings were assembled to produce a "book" of class statements or ideas as a group project. Students experimented with water colors, acrylics, blown-ink drawings, and other media. The only "control" exercised over the creativity was that whatever was developed should try to convey the creator's feelings or beliefs in relation to human dignity, values, communications, and perceived difficulties in today's social fabric. Daily participant output was displayed throughout the seminar room; each day's creative activities added to the variety of stimuli available to foster further creative activities.

> All in all, the fourth humanities seminar may have been the most beneficial and rewarding of all. A serious attempt was made to move from the "general liberalizing approach" as described by Farquhar, through the values approach which focused on society and some of the problems of society as they are evidenced in modern-day thinking, to the "creativity approach" where there was less reliance upon the past and upon the printed work as stimuli. The multi-media and multi-sensory approach was a challenge. Students were slow to grasp the idea that they could listen to music at the same time they were listening to a lecture while they were smelling and reacting to incense at the same time they were watching slides. Eventually, they came to grips with it. It was exciting. (4:9)

There is something to be said for getting adults to start to be "creative" once again. Some were almost afraid to pick up a paint brush or to face a blank piece of paper. This was a challenge. They asked "What do you want me to with this?"; "What shall I draw?"

The above demonstrates that Farquhar's classification is at least useful (one test of a theory) since it provided a base for planning, analyzing and evaluating. There may be other classifications (I don't know of them) and there may be concern for developing others. But this may be enough. In our zeal to mold them into a science, we may be doing the humanities a disservice. I believe that a good preparation program must contain balance--a balance between art and science.* Let the humanities retain their rightful place on the art side. Let them provide the foundation upon which to build our theories and technologies. Let them help with the "Why" question.

The Other Barriers

Besides the problem of fitting the Humanities into some Procrustean theory, schemata, typology, taxonomy, schema, parameters (ad nauseam), there may be other barriers to employing the humanities in leader/administrator preparation programs. Upon reflection, it seems to me that just as the humanities movement was getting started it ran smack into the Behavioral Objectives/Behavior Modification push. The fight was short; the Humanities lost. Some people (and the Gallup Polls) shouted "accountability" and "the business model" and mindless educators rallied around the flag while humanists played dead. Those terms are useful and important, but are they honorable (bribes, scandals, price-fixing, Penn Central, Lockhead, Chrysler)? Another social movement stepped in and clouded the issue: humane education, humanizing the schools, the humanism movement, etc.** Opponents of this "educationist" movement cast The Humanities and Humanism into this same mold because they themselves did not understand the essential, quintessential differences between Humanism and Humanitarianism. (I have elaborated on this

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*The art of administration and the science of administration. Quality administration may be the art of using administration's sciences, tools, theories and technologies in proper and productive ways.

**Examples of sources of this confusion are legion. E.g.: Fantini, M. "Humanizing the Humanism Movement," Kappan, 55, 6 (Feb. 1974); ASCD publications on humanistic education; Combs, A., "Humanistic Education: Too Tender for a Tough World," Kappan, 62,6 (Feb. 1981), etc.

issue elsewhere: "I Had a Lover's Quarrel..." and "A Humanist Educator's Views...").

This all is hindsight; what of a promethean view of potential barriers to any regeneration of the Humanities in preparation programs?

The Student Scenario. In a program already judged to be demanding, crowded, and perhaps inflexible, the student faces the problem of determining priorities in the use of time....(S)electing a course which gives time to activities drawing on the humanities becomes a luxury when it is not clear how such activities relate directly to the examination and evaluation system...of the preparation program. Perhaps the student is discouraged...because of perceptions of the practicability found in a professional-career-advancement preparation program. Perhaps there is little appeal to the mature, vocationally-minded, professionally-ambitious student in what is perceived as philosophically-oriented or theoretically-glutted learning experiences. (18:4). Emphasis Added.

The Cost Crisis and Staffing Situation. These two are closely related since staff costs are the largest part of a program. An analysis of the Tennessee program (1969 year) conducted by Tanner and Hughes showed that the Humanities Seminar cost $73.70 per earned credit hour and a regular course cost $26.50 per earned credit hour. Hughes and Tanner did identify, however, that when a variety of factors were taken into account--such as student rankings of program elements--the Humanities Seminar was "valued" more than other program elements. Even so, without some external support it would be difficult to offer a diversified humanities seminar. (4:7-9).

The Definition Dilemma and Practicability Problem. One seems to be a problem of those who espouse and teach, and the other a problem of the times and millieu. The definition dilemma has been mentioned before; somehow use of the humanities became synonymous with the "humanism" movement. Although there are similarities (e.g., the focus on the individual, on human concerns), the differences are more important. The practicability issue has also been discussed above relative to student problems and social concerns, such as accountability and technology. It may be a question of time tensions and priority pressures, but those who believe strongly in the use of the humanities must then build a strong case based on logic, theory, research, evaluation, and experience. It can be done. A model might help.

	Sources of Data					
Types of data	Logic	Theory	Research	Evaluation	Experience	Etc.
Quantitative						
Qualitative						

The Trends Tussle is closely related to the Practicability Problem with its attendant time tensions and priority pressures. Technology is trendy (microcomputers) and it is easier to rely on "cookbook" texts and how-to handbooks than it is to pursue human issues such as values. "How to" is easier than "Why." If you are first with a great gimmick or fine formula, you are festooned with fame and fortune. Furthermore, there has been research to show that administrators and teachers don't read much. This is a measurable hardship when contemplating the humanities approach. This may also help account for the trends tussle--it is easier to learn great gimmicks and then talk about them in lounges or at conferences than it is to consider issues, relationships, values. (See Appendix C for more on the great gimmick).

Teacher Temerity and Staff Selection. Few have the breadth of study and experience to work alone in a humanities course, so there is a need to seek others (from different departments, colleges or disciplines), and work together--even as teams. Timorous teachers, used to automony, see the potential to be challenged. On the other hand, it is important to select staff who understand the purposes of the program and can relate their disciplines and examples to the needs of the class. This is critical. My own experience showed that the humanities approach to preparing leaders and administrators won't work well unless the effort is planned, directed and focused. A laissez-faire approach is a cop-out; it is derelection of duty. The peerless professor is responsible for selecting the materials and experiences and helping to establish the crucial relationships with the "real" problems. This also means orchestrating the staff.

My last suggested problem doesn't have ready nomenclature; it is a philosophic, value and ethical position exacerbated by the fact that many professors today are products of an education based on humanitarian principles, an avoidance of scholarship in a discipline, and the "how to" approach to specialization. (For although Heinlen has told us that specialization is for insects, the National Geographic--January, 1981--has demonstrated that the most versatile of insects has survived the longest--the ubiquitous cockroach!)

To understand and then employ the humanities requires long study, alert living, skill in synthesis and developing relationships, and a continually expanding or broadening lifestyle. Since there can't be any instant experts (It really is a way of life or state of mind that we have been exploring), there may never be a large group of advocates for using the humanities in preparation programs. (Since "the use of the humanities" is really an approach and a way of teaching and is different from "the humanities," perhaps scholars from the humanities disciplines will understand if I suggest that this approach is effective when well informed scholars from other disciplines--social sciences, sciences--are important additions to the humanities teaching staff.) This last problem may be related to the timeless generalist/specialist debate. There is room for both in the preparation programs--not just room, but need. The model might be:

The generalist is to the humanities (WHY?) approach
as

The specialist is to the technology (How to) approach,
and
Both are needed in a complete, balanced program.

generalist:: humanities (Why?)	specialist:: technology (How To)
Administration as an Art	Administration as a Science
PREPARATION PROGRAM	

The use of the humanities in administrator /leader preparation programs is a vital and viable vehicle for providing the balance and depth needed for administrators to be successful today. The humanities approach must be established on a base of humanism and strive to make educational leaders advocates of schools as humane places for the structured study of important disciplines. There are many reasons for using the humanities, and many different approaches to using them. There have been barriers in the past and there will be barriers in the future. But those are only challenges to be overcome.

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Any many others . . .

APPENDIX A

Notes on Evaluation of Humanities in Administrator Preparation: Tennessee, 1968-1972

(Some material from UCEA Newsletter, XII, 1 (Oct. 1970) pp. 6-9)

Almost without exception, those who attended the humanities seminar at the University of Tennessee contended at the time that it was the most important, interesting, and fun part of their total preparation program. Almost without exception, when asked on the job long after leaving the university, they indicated that what they had learned in the humanities seminar was most valuable to them as school administrators in job performance. Why might this have been?

In general, we "focused" our humanities activities on some problem. We sought in literature, art, music, and so forth examples which were pertinent to the problem with which we were dealing. As we synthesized those materials and worked through them, we aksed students to synthesize their own ideas and provide solutions to the problems with which we were dealing. Thus, we did not just dabble in the humanities for the sake of reading or enjoying them, we tried to specify how the humanities could be useful in analyzing and solving current problems. Often we used the humanities to demonstrate moral precepts such as acts have consequences, each of us is responsible for our own actions, or that the more freedom there is, the more responsibility there must be.

There seem to be two drawbacks to using the humanities in preparation programs for administrators. First, they are expensive and unweildy. Generally you must have several professors and/or outside resource persons since no single individual has the breadth and scope of knowledge to present a challenging, academically honest humanities experience that focuses directly on problems of administration. Second, it is particularly difficult in this time of accountability to show the direct, monetary value of the humanities as a component in a preparation program. These impediments need not stop efforts to incorporate the humanities in preparation programs, but the impedients are there.

The following material from the UCEA Newsletter explains some aspects of the 1968-1969 program at Tennessee. The article is reprinted in its entirety to give some context for the evaluation, which is the last portion of the article.

Innovations in Preparation

EMPLOYING THE HUMANITIES IN ADMINISTRATOR PREPARATION

by
Charles M. Achilles
University of Tennessee

(Editor's Note: The role of the humanities in society and in education has become the focus of increasing attention and concern within the past two decades. With reference to the education of administrators this concern was early reflected in the humanistic in-service programs developed for business executives during the 1950's. More recently, a number of professors have expressed interest in employing the humanities in the preparation of educational administrators. In a few scattered instances, individual professors have experimented with humanities content and experiences in their programs.

These experiments, however, have not usually been characterized by clearly defined attempts to achieve stated objectives; nor have they commonly been evaluated in any systematic fashion. An exception to this is the month-long "humanities live-in seminar" that has been offered during the past three years as a component of an EPDA-funded, pre-service program at the University of Tennessee. In the interest of better informing those in other institutions about this "innovation in preparation" Chuck Achilles, who coordinates the humanities seminar, was invited to prepare the following article.)

In June, 1968, the University of Tennessee's Department of Educational Administration and Supervision initiated a new master's degree program under Title V-C of the Higher Education Act. The program, subsequently funded under EPDA, is innovative in that it provides a unique combination of elements as an integrated program to prepare entry-level administrators as educational change agents for local schools in Southern Appalachia. The 15-month program of full-time, resident study is a departure from the usual process of obtaining a master's degree in educational administration on a part-time basis.

Awareness of the political structure and administrator recruitment and retention realities in Applachia formed one basis for the new structure of educational experiences for prospective school administrators. Two basic assumptions were that (1) political conditions in local districts were realities within which school administrators must work (in Applachia, school districts commonly elect the superintendents and school board members may be elected by civil districts, thus encouraging a board member to view the school in his district as "my school"), and (2) administrator recruitment realities in Southern Applachia (with its low salary structure) were such that local teachers probably provide the best, perhaps the only, leadership source for new administrators. The close-knit and politically-oriented social and political structures of the local communities and conservatism of the region suggested that personnel who have already achieved school and community acceptance were more likely to be able to encourage change than were "outsiders." Few teachers in the region have strong liberal arts preparation or have traveled out of the region to attend college. Thus, local teachers available for leadership positions are apt to have had limited pre-master's educational experience.

Students who enter the program after a detailed selection process work through eighteen components, ranging from three to six credit hours in length and culminating in approximately 15 hours of work beyond the master's degree. Students work in the School Planning Laboratory and the Title IV Educational Opportunities Planning Center at the University. Visits to exemplary schools are conducted. Sections of the program are team-taught. Individualized instruction techniques are employed and demonstrated. A continuous behavioral science seminar spans three academic quarters during which professors from various disciplines meet with students while departmental staff members help students apply theories and concepts from the disciplines to school problems. A human relations laboratory attempts to facilitate students' functioning in groups and to encourage each student to examine carefully his own behavior and motivation.

The Humanities Seminar One innovative component of the administrator-change agent program is a four-week intensive humanities seminar which follows an introductory course in educational administration and the human relations laboratory in the program sequence. Four weeks are set aside during which the student has no other academic responsibility; the entire day is open for program activities. There is no pressure of grades and students are encouraged to bring family members to seminar meetings so that discussion may continue at home. Classroom sessions are held to a minimum--the group travels to art galleries, theatre or musical presentations, etc. Personnel from such fields as history, literature, music, architecture, drama, philosophy, religion, and education meet with students. Community resources are used. A heavy reading schedule provides a common information base to serve as a foundation for discussion. Creativity and individualism are encouraged in projects, in discussion, and in formulating ideas. Students are encouraged to see knowledge not as a fragmented series of 45-minute periods of unrelated disciplines, but as a continuous interrelationship among concepts and ideas.

Two general questions pervade the seminar: "How does man communicate?" and "Who or what is man?" Communication is considered in its broadest form to include such things as art, music, literature, architecture, and drama. Man is reviewed in relationship to himself, other men and society, his creations, his philosophy, and his value orientations. Attempts are continuously made to *focus* seminar materials and experiences upon questions and problems relevant to the school and the administrator.

Many and diverse reading materials have been used. Some examples are: *Walden Two;* "Antigone"; Plato's *Apology, Crito,* and *Republic; The Stranger; I and Thou; Siddhartha; Playboy's* "Interview with William Sloan Coffin"; Martin Luther King, Jr.'s "Letter from the Birmingham Jail"; selections from *Democracy in America;* "Civil Disobedience"; *The Wall;* poetry selections; *The Prince; Lord of Flies;* "Galileo"; "A Man for All Seasons"; "Oedipus Rex"; *"The Trial; The Plague; Billy Budd;* "Death of a Salesman"; and a potpourri of duplicated or

Evaluation Results In four separate rankings of program components by two groups of students, the humanities seminar scored first three times and second once, beating out its nearest competitor for first by nearly half (mean scores of 1.7 to 3.5 and 2.7 to 5.2 where a low score indicates a greater number of first–or 1–choices). Data on comparative rankings of program elements by two groups are shown in Table I.

Students differentiate between and among the quality and relevance of elements and/or the presentors of various aspects of the seminar as shown by mean scores and ranges of scores. In 1970, for example, mean scores (7=high) for elements ranged from 3.0 to 5.8 with ranges from 5–1 to 7–6.

In three years, the predominant goal of the humanities experience has progressed from general liberalization, to values development, to an attempt to understand and foster creativity. Program evaluations have indicated that there really is little difference among the three, although the "creativity" approach has a slight edge.

Two groups of students who have completed the program have ranked all program elements. Data reveal the humanities seminar continuously receives a high participant ranking in comparison with other program elements. This is true even after participants return to their districts and rank program elements in terms of utility to administrators on the job. Evaluations by outside consultants have also ranked the humanities seminar among the top program elements.

An extensive evaluation reported by Hughes and Tanner in the *Educational Administration Quarterly* (Spring, 1970) has shown that although the humanities seminar is highly regarded by students, it is a singularly expensive program element. During the first year, costs per earned graduate credit hour for the humanities were $73.70 as compared to the approximate cost of $26.50 for a "regular" course offering at the University of Tennessee. Hughes and Tanner did report, however, that when a variety of factors was taken into account (such as student rankings of program elements) the humanities seminar, even with its high cost per credit hour, was "valued" more than other program elements. Even so, without some external support it would be difficult for a department to offer the humanities seminar.

The Department of Educational Administration and Supervision at the University of Tennessee has attempted to incorporate elements from the humanities seminar into the regular preparation program. There has been some success in spite of high costs.

mimeographed selections. Movies such as "Blowup" and "High School" have been used, as have student-made materials. Records, tapes, and slides often accompany discussions or presentations. Students listen to music from various eras and reflect on what is being communicated. (In terms of impact, for example, compare the messages of some music from the "Great Bands" era and the music of some current folk singers.)

The specific and basic objective for the humanities seminar is to provide the student opportunities to reappraise (1) functions and goals of education, and (2) the relation of man to nature, to himself, to his fellow men, and to problems with which men must deal in society. The seminar, operating on the assumption that administrators are men first and decision makers second, focuses on man and upon dialogue as a process for interpreting man's condition. As decisions of administrators influence the lives of many other people, they, perhaps more than many other people, must understand relationships of the humanities to their social responsibilities.

For staff, the seminar relies upon the continual attendance of one or more department members and upon external consultants and resources to provide scope and depth. Grades are de-emphasized and students are encouraged to try to enjoy the seminar as a learning experience. Students are expected to participate in seminar experiences, to read and think, and on occasion to develop poems, drawings, posters, or other forms of creative expression. Some students choose a "humanities paper" as one of their three "problems papers."

Throughout the seminar there is a conscious and constant attempt to encourage the student to delineate relationships between the content of the seminar and problems currently facing the schools. Reading materials are often organized to provide viewpoints about a crucial topic. For example, questions concerning student unrest might be reviewed after examining the following: *Apology*, *Crito*, "Letter From The Birmingham Jail," *Civil Disobedience*, "Antigone," "Interview with William Sloane Coffin," and other selections. Students might then develop individual criteria to judge whether student action was a legitimate "civil disobedience," or of a more destructive or less goal-directed nature.

Each group (1968-1971) was asked to evaluate the humanities seminar on the topics of Quality and Relevance. A comparison of the rankings is in Table II.

TABLE I

Comparison of Mean Scores and
Ranking of Program Components

PROGRAM COMPONENTS	MEAN SCORES				RANK OF MEANS			
	A[1]	B[2]	C[3]	D[4]	A	B	C	D
Ed. Psych.	3.9	5.6	4.8	7.8	1	3	4	4
Res. Techniques	13.6	13.8	13.1	9.5	16	14	15	9
Elec. Data Proc.	16.6	16.1	17.1	13.4	18	18	18	16
Beh. Sci. I: Social & Psych. Forces	8.2	9.2	8.2	8.0	7	5	6	6
School Planning Lab	13.2	16.2	13.2	10.9	15	16	16	13
Visits to Schools	8.0	9.9	7.5	9.5	6	7	5	11
Beh. Sci. III: School & Community	8.6	10.9	11.1	8.2	8	9	11	8
Sch. Adm.; Desegregation	10.4	10.9	8.6	9.5	12	8	8	10
Developing and Supervising the Curric. (K-12)	7.8	9.1	10.1	16.5	5	4	10	18
Beh. Sci. II: Poly. Sci. & Economics	11.3	11.5	12.5	8.2	13	10	14	7
Interp. of Res.	14.5	13.9	14.3	13.5	17	15	17	17
Law & Finance	8.9	11.6	9.8	5.2	9	11	9	2
Simulation: Conflict Resolution	11.8	13.4	11.1	12.7	14	13	12	15
Hum. Rel. Lab	4.5	4.7	3.5	7.9	3	2	2	5
Intro. Ed. Adm.	9.5	16.7	8.6	11.2	10	17	7	14
HUMANITIES	4.4	3.6	1.7	2.7	2	1	1	1
Internships	10.3	12.9	11.6	10.0	11	12	13	12
Problems Papers*	5.4	9.5	4.7	5.6	4	6	3	3

1 N=17 : A= End of 15 month cycle; Group I
2 N=16 : B= During first year on job; Group I
3 N=11 : C= End of first year on job; Group I
4 N=20 : D= End of 15 month cycle; Group II

*In separate analysis, the humanities problem paper scored higher than other papers.

TABLE II

PARTICIPANT RANKINGS OF QUALITY AND RELEVANCE
OF FOUR HUMANITIES SEMINARS

		1968 (N=22)		1969 (N=24)		1970 (N=19)		1971 (N=21)	
		MEAN	RANGE	MEAN	RANGE	MEAN	RANGE	MEAN	RANGE
THEME	Q*	6.6	7-5	6.3	7-4	6.6	7-6	6.8	7-6
	R*	6.5	7-5	6.3	7-4	6.7	7-6	6.8	7-6
OVERALL	Q	6.3	7-5	6.1	7-5	6.7	7-6	6.6	7-6
	R	6.6	7-5	6.2	7-5	6.7	7-6	6.4	7-5

*General instructions for internal rankings: Make your rankings on a seven point scale on the following criteria (high = 7; low = 1):

1. Quality (Q): refers to the relative excellence of presentations in regard to logic, clarity, cogency, content, and organization.

2. Relevance (R): refers to the extent to which presentations had meaning or were pertinent to problems found in your school district.

There was not a global "Halo" effect for the humanities seminar. When asked to rate presentations of professors (4 or more presentations) the students differentiated among the staff. Table III shows results for two years (see Table II for the meanings of Quality and Relevance).

TABLE III

COMPARATIVE RATINGS BY PARTICIPANTS OF QUALITY AND RELEVANCE OF PROFESSOR'S PRESENTATIONS (4 OR MORE PRESENTATIONS)

		1968 N=22		1969 N=24	
		MEAN SCORE	RANGE	MEAN SCORE	RANGE
PROFESSOR* A	QUALITY**	6.52	7-6	5.63	7-3
	RELEVANCE	6.47	7-5	5.38	7-3
PROFESSOR B	QUALITY	4.62	7-1	5.33	7-4
	RELEVANCE	5.19	7-3	5.04	7-2
PROFESSOR C	QUALITY	3.52	5-1	6.21	7-4
	RELEVANCE	3.47	5-1	6.21	7-3
PROFESSOR D	QUALITY	6.38	7-5	3.88	6-2
	RELEVANCE	6.52	7-5	3.92	7-2
PROFESSOR E	QUALITY	6.22	7-3	5.50	7-2
	RELEVANCE	5.16	7-2	4.38	7-2
PROFESSOR F	QUALITY	6.71	7-6	6.58	7-5
	RELEVANCE	6.86	7-6	6.54	7-6
PROFESSOR G	QUALITY	--	--	6.29	7-5
	RELEVANCE	--	--	6.83	7-3

Table IV presents some general student comments about the 1969 seminar. (From 2:14). Note that many comments relate to the "general liberalizing approach" and a few relate to "values development." No comments relate to "creativity" since this mode was not used until 1971.

The following material, provides a picture of how the Humanities Experience was seen by the student participants as reported by them to the external evaluation team. (7:25-28). Eighteen of 20 original Experienced Teacher Fellows responded to the external evaluation at the conclusion of the 15-month program. The following is either quoted or paraphrased.

Table IV

GENERAL STUDENT COMMENTS; HUMANITIES SEMINAR (1969)

I. What single thing would you omit?	N
I And Thou	10
"Existentialism" as a topic	5
Group too large	5
Seminar was too long	4
Don't have 2 or more "authorities" at one time	2
Art, Phenomonology, too much material too fast	1 each

II. What single thing would you retain? or What did you enjoy most?	
Drama at outdoor theater	12
Range of new experiences	9
Poetry	5
New ideas	4
Able instructors	2
General "atmosphere"	2
Art	1

III. General Comment: There should have been more variability or flexibility; the structure sometimes inhibited or controlled discussion.

IV. Student Comments

"I have become inspired."
"More emphasis on personal experience."
"As the seminar drew to a conclusion, I realized that it all had more relevance than I thought as I experienced the various parts."
"Very meaningful now and more meaningful in the future, I hope."
"Very stimulating."
"Enjoyable," "Helpful."
"I appreciate the opportunity to grow culturally."
"This had been the most satisfying experience of all my formal education."
"Identification of self through literature."

In an interview Fellows named one or two major strengths of the Tennessee EPDA program. Responses are listed in rank order.

The humanities program
The EPDA (University of Tennessee) staff
Interaction among EPDA group members
Opportunity for broader horizons
Visits to innovative schools
Diversity of the total program
Sensitivity training workshop
Contacts with outside disciplines
Field experiences
Open climate in classes
Emphasis on learning rather than grades

Humanities Seminar

It was very clear in talking with the Fellows that the Humanities Seminar had proved the most stimulating part of the entire program. For many it was the first opportunity they had experienced to discuss issues and ideas at a meaningful level with men of the stature of Keller, Graff, Karier, and Achilles. Seeing these concepts couched in media they had generally perceived as somewhat esoteric and talking about them in everyday language with men of considerable erudition who still put their pants on - as they did themselves - one leg at a time, was quite a thrill.

To check further the attitude of the Fellows toward certain components of their program, a 95-item Attitude Inventory on Programs of Preparation for School Administrators was administered.(12) The inventory had been used with 84 doctoral students at the Big Ten Schools plus the University of Chicago. The EPDA Fellows' responses to the subscale on "The Use of Content from the Humanities" were revealing. The mean score of 4.09 for all items was considerably higher than the mean score of 3.66 for the comparison group, indicating a very favorable attitude on the part of the Tennessee students toward humanities.

APPENDIX B

SOME EXAMPLES OF STRUCTURE and CONTENT FOR USING HUMANITIES in PREPARATION of ADMINISTRATORS

The Humanities Seminar

Several approaches have been used in the extended seminar (four weeks). These have encompassed each of Farquhar's (11) three modes: general liberalizing, values development, and creativity. Each of the approaches has used large, four-week blocks of time during which seminar participants had no other responsibilities. A sample one-week schedule is shown here.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY
8:30 - 10:00	"CALILEO" I	II	"CIVIL DISOBEDIENCE"	FREE	"A MAN FOR ALL SEASONS" II	SCHEDULE AS NEEDED
10:00 - 10:45	MORNING BREAK					
10:45 - 12:00	PLATO I	II	III	"A MAN FOR ALL SEASONS" I	PLATO IV	
NOON - 1:30	LUNCH					
1:30 - 3:30 OR SO	"ANTIGONE"	"CIVIL DISOBEDIENCE"	FREE	SEMINAR DRAMA	"BIRMINGHAM JAIL & OTHER SHORT READGS.	
EVENINGS	SCHEDULE AS NEEDED		DRAMA "CAMELOT"	DRAMA "DARK OF THE MOON"		

Figure 1. Sample schedule for one week of four week Humanities Live-In Seminar.

Many and diverse reading materials have been used. Some examples are : Walden Two; "Antigone;" Plato's Apology, Crito, and Republic; The Stranger; I and Thou; Siddhartha; Playboy's "Interview with William Sloane Coffin;" Martin Luther King, Jr.'s "Letter from the Brimingham Jail;" selections from Democracy in America; "Civil Disobedience;" The Wall; poetry selections; The Prince; Lord of the Flies; "Galileo;" "A Man for All Seasons;" "Oedipus Rex;" The Trial, The Plague; Billy Budd; "Death of a Salesman;" The Greening of America; The Caine Mutiny; One Flew Over the Cuckoo's Nest and a potpourri of duplicated selections. Questions related to the readings constantly focus on man, especially upon characteristics of man in relation to man. Movies such as "Blowup," "Sunday," "The Sixties" and "High School" have been used to stimulate thinking, as have student-made materials.

During the first two weeks, the 1971 program followed a traditional "humanities liberalizing approach," the first of Farquhar's three distinctions of humanities programs. The emphasis was primarily on reading and discussion. The group read many selections; the group viewed the play "Dark of the Moon;" the musicals "Fiddler on the Roof," "Oklahoma," and "The Sound of Music;" and a historical pageant, "Walk Toward the Sunset." Presentations were made by authors, artists, philosophers, musicians. The figure below shows arrangements for the 1969 Humanities Seminar at The University of Tennessee.

SEMINAR READINGS

Readings were aimed at presenting ideas for discussion. The following list was supplemented as the occasion required. Mimeo or Xerox materials were distributed as needed. Participants were encouraged to suggest or bring material to the sessions.

"A Man For All Seasons"
The Prince
The Republic and Other Works
Essay on Civil Disobedience
"Death of a Salesman"
Democracy in America, Vol. I & II
"Letter From Birmingham Jail"
"Galileo"
Pogo A La Sundae
Siddhartha
Lord of the Flies
The Theban Plays
Billy Budd
"Interview with W. S. Coffin"
"Depersonalization of Knowledge"
Poems of Emily Dickenson

SOME ADDITIONAL READINGS

Max Lerner	"Why Do Civilizations Die"
James Feibleman	"The Hidden Philosophy of the Americans"
John Gardner	"The Ever-Renewing Society"
Abraham Maslow	"The Self-Actualizing Man"
Archibald MacLeish	"The Great American Frustration"
	"Riders on the Earth Together"
	"The Revolt of the Diminished Man"
Benjamin Sachs	"Poetry Speech"
	"The Changing Role of the Administrator"
Charles Keller	"What Every School and College Should Know"
	"Dear Leslie"
	"Selected Poetry"

SEMINAR STAFF

Dr. Charles Keller, Dr. Ben Sachs, Dr. Orin Graff, Dr. Billie Elliott, Dr. Charles Achilles, Dr. Anand Malik, Mr. Kermit Blank, Dr. Buck Ewing, Mr. Jim Grey, and other consultants as needed.

Focused Workshop

These are two or three-day activities with a planned and focused approach to a single theme; for example the development of guidelines to distinguish Civil Disobedience from Criminal Actions. (This one would help the administrator determine appropriate action in student disruptions).

A favorite has been "From the Inside Out," a study of what it must be like to be in prison and to be seeing the world "from the inside out." The approach has been used with highschool pupils to encourage law abiding behavior (e.g., not to use drugs).

Famous people in prisons: Socrates; M. L. King, Jr.; Thoreau (others). Prison through Music: Album "Folsom Prison;" "Tie a Yellow Ribbon 'Round the Old Oak Tree."

Literature" Soul on Ice, Children in Adult Jails, "Civil Disobedience," "Letter from the Birmingham Jail," "Prisoner of Chillon," "Crito," "Apology," "A Man For all Seasons," "To Lucasta from Prison," The Birdman of Alcatraz,

Art. Collections of art of incarcerated persons.

The instructor should focus on ideas such as loss of freedom, man's inhumanity to others, sensory deprivation, loneliness, coping behaviors, physical abuse, etc. The purposes are manifold: experience, to try to deter persons from antisocial behaviors, etc.

Any number of "mini-courses" or workshops can be designed.

APPENDIX C

A POTPURRI of SOME RELATED IDEAS

The "Great Gimmick" is not just a problem in Education, as the interview with Peter Ustinov (reproduced below from U.S. News and World Report) shows. Blind, often improper, over-reliance and worship of scientific method, may have not just led education but also the "arts and humanities" down a road that perhaps should not have been travelled at all. The pendulum seem to be coming back to a more balanced relationship between "art" and "science." We constantly try to pack more and more into preparation programs--as if we could teach everything in 120-150 credit hours. Ustinov, it seems to me, expresses the need for a balance between the art and the science---and if for no other reason then to achieve some semblance of balance, our preparation programs must add a humanistic element. (There are many other reasons!)

The similarities between many aspects of the humanities approaches and the relatively new area of instruction referred to as "Suggestopaedia" or "suggestology" are striking. Elements such as time, art, music, drama, and attention to reducing stress, fragmentation, competing requirements of other courses, or attention to choosing appropriate large blocks of time and appropriate settings (for example) seem to be common. The humanities seminar did not consciously strive to energize the sub-conscious; it did, however consciously strive to structure a positive learning enrivonment by reducing negative stresses. Orchestration (focused and planned), use of non-traditional class settings (theaters, homes, studios), background music and other stimuli, interactions with and among prestigious people (e.g., Keller, Graff) and with artists/scholars who made a living through the arts and humanities they were describing (e.g., Grey, Ewing, Dykeman, E. Graff)--all of these seem to be similar grounds between "suggesto-paedia" and the humanities approach. The following pages show and introduce some of the similar aspects as shown through the literature and research of "suggestopaedia" (Ed. Note. Although this word is descriptive, I'm not sure that I like its "scientific" ring!)

A Conversation With Peter Ustinov

State of the Arts: "Fanciful, Mechanical, Gimmicky"

Peter Ustinov, a distinguished actor and playwright, has won two Academy Awards and three Emmys for his movie and television performances. His latest film is "Charlie Chan and the Curse of the Dragon Queen." The following is from a conversation with an editor of *U.S.News & World Report*.

"Questions to the impact of science"

The discoveries of science have served to inhibit the arts and have caused to their hysterical abandonment of human qualities. Everything has become terribly mechanistic and very fanciful.

An awful lot of films are being made about people who shriek or who can do amazing things with their eyes. There is also a lot of gimmickry. James Bond movies, for example, are full of opportunistic gadgets that kill a man at 40 yards and motorcars with rubbers coming out of their wheel hubs, and other gimmicks of that sort.

These are all reactions to the impact of science.

Time is ripe for "a more human form" of art

Unlike science, the arts exist in a realm where there is no one correct answer to any question. Since doubt is perhaps the most important spur to human activity, the arts are important to the creativity of scientists, who are artists in their own right. There is something very romantic about their work.

I don't think they are satisfied to come home and see in the arts glacial reflections of their daily grinds. But that is what has been occurring in recent decades. Contemporary music has been full of a sense of frozen mystery; it did nothing to ingratiate itself at all. The same has been true of a great deal of contemporary writing. It was as if the arts had taken fright, much to the regret of many scientists who need the diversion of the arts.

I hope now that we are slowly moving back to what the arts should be—which, to my mind, means a more human form in which comedy is a tragedy that has gone wrong and tragedy is a comedy that has gone wrong. There have to be links between the two to make them entertaining. The best entertainment occurs when the balance could tip either way. If the man falls on a banana peel, he might be killed—or he might get up and protest that somebody has done something unpleasant to him. In one case it is tragedy, in the other comedy, but the action is exactly the same.

Bad times can be "frightfully fertile"

When things are going badly in the world, the arts usually flourish because they play a greater part in alleviating depressed spirits and give people an interest other than their daily grind. A great many fresh things, for example, came out of America during the Depression. Russia just after the revolution was frightfully fertile in artistic manifestations of all sorts.

By contrast, when things are going well there seems to be less to write about—at least, the audience is less receptive, because they don't really need the arts so much. Some call the interest in the arts in bad times an escape, but it isn't necessarily that at all. It may be a method of achieving understanding about why we are upset about what is taking place.

"Simple formulas" spell flops in the film industry

In America, one never quite knows what is going to happen next in the arts, because your sense of liberty seems to suggest that the process of water finding its own level is necessary. In film, for example, one sees some superb manifestations and some that make one wonder how they ever got produced.

Film making is really an industry only in the United States and, perhaps, in India. Because it is an industry and obeys the norms of Detroit, somebody produces a highly successful picture like "Easy Rider," about two people crossing America on motorcycles, and immediately this seems to be a magic formula. People start producing pictures about two individuals crossing America on speed yachts, on their knees, on foot, on gliders. They all flop, and nobody can understand why one was successful and the others weren't. Over all, the state of the film industry in the U.S. depends on the moment.

Silent-film comedian Harold Lloyd [illegible] tragedy is a tragedy that has gone wrong," says Ustinov.

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SUGGESTOPAEDIA:

A BREAK-THROUGH IN TEACHING

Gabriel Racle

For some time now, people looking for new developments in education, and especially language teaching experts, have been intrigued by the words "suggestology" and "suggestopaedia". Newspaper articles and popular magazines feature headlines such as: "Suggestopaedia: learn a language in sixty-six hours"; "Assimilate a foreign language in one month: suggestopaedia does it"; "French without tears: a soft chair, a little Bach and VOILA!". Hardly a convention on education goes by without some reference to suggestopaedia; new magazines have appeared; and books are being written on the subject.[1] Is there something really new then in the field of educational research?

The Beginning

About ten years ago, Bulgarian newspapers were printing such headlines as: "The unsuspected potential of human memory",[2] and "Suggestopaedia, a new method of teaching foreign languages", and the Russian newspaper, *Pravda*, in 1969, asked "Can a foreign language be learned in one month?"[3]

A Bulgarian medical doctor, Georgi Lozanov, caused this flurry of excitement with the spectacular results he obtained at the newly-established Scientific Institute for Researching Suggestology, in Sofia, Bulgaria. More than ten years later, the institute is still carrying on the research, which is gaining recognition as centres are being established throughout the world.

In Canada, the federal government's Public Service Commission organized its first experimental French program using this approach in 1973. Since then, this new program has come a long way and aroused great interest not only in Canada but around the world as well. Visitors from many countries come to Ottawa to see, obtain information, discuss and learn.

Suggestology: A New Environmental Science

Nowadays, the physical environment has become a major preoccupation. The fight against soil, air and water pollution has gained in importance. Almost everybody is aware of it. But there is a subtler, a more discrete environment to which only a few specialists have given attention, that is, the unconscious, whose influences we are constantly subject to. This subtle environment assumes many forms. It is unavoidable too. Wherever we are, whatever we do, we receive a considerable amount of data that reach our brains through our senses. Although those signals go unnoticed most of the time, this does not mean they are unimportant to our lives. Quite the contrary. The unconscious effects of colour are well known.[4] Green blue soothes and relaxes, orange red stimulates. "Music has charms to soothe a savage beast", said Congreve. Examples are limitless, since any situation within which a human being evolves, is accompanied by a multitude of messages of that kind.

The study of unconscious relationships between man and his environment and the effect of their interrelationships Dr. Lozanov calls "suggestology"; the science of suggestion. Thus, all that acts directly on the unconscious and influences a person's reactions, is suggestive. It is neither conscious, nor rational. The physical environment and its emotional influence is but an example of many. The psychological and social environments are just as important. Dr. Lozanov has drawn from his studies the following conclusion: from the day we are born, until the day we die, we are influenced negatively by our social environment, and this negative influence keeps us from developing all of our capabilities.

In the educational field, stress, fragmentation of subject-matter, repetition, excessively slow learning pace and emphasis put on difficulties, are examples of negative influences. There is, in fact, a social standard, and those who do not abide by it are considered "abnormal", and cause "problems". In the classroom, the best students who learn the fastest, often stand in the way of the slower ones.

Dr. Lozanov's suggestological research also produced positive discoveries. An analysis of his therapeutical practice revealed that success was due to certain suggestive factors that had a positive effect on the patient. Further study identified a number of these, the most significant being: the physician's credibility, the patient's trust, consideration of the duality of the conscious and the unconscious, the emotional environment and the role of artistic elements (e.g. intonation, music rythms). When the systematic use of this information had proven fruitful in the therapeutic field, Dr. Lozanov considered how the same approach could be applied to teaching.[5] Thus, a new science was born: suggestopaedia.

Suggestopaedia: New Teaching Science

Suggestopaedia is the result of integrating the concepts of suggestology with sound teaching concepts. In a suggestopaedic system of education, it is understood that we receive, or have received, a number of unconscious messages that affect the learning process. This teaching system tries to channel all the unconscious signals in a direction which has a positive effect, eliminating any negative suggestions received earlier. As a result of negative restrictions, not more than 5 to 10 per cent of the brain potential is normally used. Suggestopaedia will call on dormant and positive mental "reserves", thus making optimum use of intellectual capabilities.

A practical teaching model has to be developed in order to obtain these results. The course uses a global approach within which all composing elements integrate with a dialectical system of desuggestion-suggestion which eliminates negative influences, and encourages a positive orientation. This process includes all components of a course: the teacher, his or her role and attitude, the rooms, the courses and their structure, the subject organization, as well as elements of emotional tone such as art and music.[6]

In a suggestopaedic language course for instance, the classroom looks more like a comfortable living room than a classroom. Classical music is used to make memorisation easier, the course is comprised of half-days to help the unconscious assimilation during intervals outside the course; the teacher avoids systematic corrections and repetitions which have an unconscious negative effect on the learner.

One can see that a suggestopaedic educational system offers innumerable possibilities. It can be used in any disciplines,[7] and with students of all ages provided the appropriate adaptation is made to the student group, subject group or subject-matter. In theory, the use of it is made simpler with children whose negative limitations are fewer than with adults. Nevertheless Dr. Lozanov in his first tests, employed the suggestopaedic concept successfully to teach foreign languages.

Thus, the results obtained, in Sofia, were noticed almost immediately. Scientific reports were written, and several articles published in newspapers with a wide circulation. The successful achievements of the Research Institute, in Sofia, prompted two branches of the Public Service Commission of Canada — the Bureau of Staff Development and Training (BSDT), and the Language Bureau — to investigate suggestopaedia. In 1972, a team composed of three members of the Language Bureau and two of BSDT went to the Research Institute in Sofia on a training course. The three members of the Language Bureau gave a complete French course to Bulgarian students. Their positive experience led, in 1973, to a limited experimental suggestopaedic program teaching English and French languages in Canada.[8] Since 1973, the interest shown both by students and teachers in the study has brought about the creation of further courses to meet the requirements of bilingualism programs. At the present time, a number of corporations, agencies and departments are enrolling employees in these accelerated courses, and some are establishing mini language centres, with the help of the Suggestopaedia Centre of the Public Service Commission.

Language teaching is not the only field in which suggestopaedia can be used. For some time now, suggestopaedia has been practised in schools in Bulgaria. In 1972, an experimental 10th grade class has successfully finished its school year program by October 31! Since then, the number of students taught according to their system has increased dramatically — 3,000 students in 1975, and 5,000 in 1976.

The Suggestopaedia Centre of the Public Service Commission is seriously considering the use of suggestopaedia in the field of occupational training as soon as circumstances permit. It is obvious that a teaching concept that produces such spectacular results will continue to receive attention. Dr. Lozanov likes to point out that this is only the "tip of the iceberg", and that we have seen only a fraction of the benefits that suggestology in general and suggestopaedia in particular could bring to mankind and, more specifically, to the world of education.

For further information:

Read — *"A Teaching Experience with the Suggestopaedic Method"*.

A publication available from:

Publishing Centre,
Mail Order Section
Supply and Services Canada,
Ottawa, Canada, K1A 0S9

Readers are invited to get in touch with:

Suggestopaedia-Canada
4th Floor, 1725 Woodward Drive
Ottawa, Canada, K1A 0M7
tel.: 998-3774/998-3671

NOTES

1. **Le Droit**, July 15, 1976; **Psychologie**, June 1976; **Maclean's**, October 1975; ATESOL, Dublin, 1975; ACTFL, New Orleans, 1976; **Suggestology and Suggestopaedia**, Sofia; **Suggestopaedia-Canada**, Ottawa; **Souggestologiya**, Sofia, 1971; **A Teaching Experience with Suggestopaedic Methods**, Ottawa, 1975.
2. **Trude**, Sofia, December 1. **Zémédelske Zaamé**, Sofia, December 9, 1965.
3. **Pravda**, Moscow, July 27, 1969.
4. "Influence des couleurs" in: M. Gabai-J. Jost, **Détente psycho-musicale en odonto-stomatologie**, Paris, 1972, p. 47 and following.
5. "And after working for about fifteen to twenty years as a psychotherapist, I still think there are some communicative factors in this psychotherapeutical communication which are the main points in getting some good results and extracting the suggestive factors, step by step. I've come to the conclusion that the same suggestive results are taking part in all pedagogical processes."
   G. Lozanov, **A Teaching Experience with Suggestopaedic Methods**, page 282.
6. G. Racle, "Introduction to Suggestopaedia", in **A Teaching Experience with Suggestopaedic Methods**, page 213 and following, and "A suggestopaedic language course", **Ibid.**, page 237 and following.
7. At first the concept was applied to language teaching only. In Bulgaria, however, children are now studying all school subjects according to a suggestopaedic approach.
8. The work **A Teaching Experience with Suggestopaedic Methods**, gives a detailed description of the first experiments.

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Short Report

"Suggestive-Accelerative Learning and Teaching: An Experiment with Elements of an Altered States Approach in Reading."

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The purpose of this article is to discuss, briefly, the suggestive-accelerative approach to teaching.

Basically, this approach makes use of certain techniques to place a person into a hypersuggestive frame of mind. Once this is achieved, a student's learning inhibitions are diminished by making positive suggestions regarding his or her learning abilities. This, in turn, activates reserve brain power and speeds up learning and improves memory. This process is now well documented in studies from around the world. Schuster, Bordon and Grinton (1976), Bancroft (1976), Prichard (1976) and Lozanov (1971). There are certain basic techniques, according to Lozanov (1971), that certain basic techniques, according to Lozanov (1971), that can assist educators in achieving hypersuggestibility, maintain it over time and use it to the students' benefit in the learning situation. Appendix A provides a schematic interpretation of the important elements of this approach. Certain primary concerns appear to lie almost totally in the teacher's lap.

The teacher must be prestigious in nature. Lozanov believes that students learn more from people they hold in esteem. His research seems to support this (1975).

Teachers must be concerned with not only their verbal, but nonverbal behavior in the classroom setting. Students easily perceive the instructor's feelings about what is being taught, about his expectations of his students and about himself. Lozanov (1975) calls this double planeness because he considers the unconscious information stream as important as the conscious one.

Intonation and rhythm are important elements in this approach and the terms can be taken literally here. Material being presented is given in various voice tones and with precise rhythm often orchestrated with background music. This facilitates a creative approach and according to Bordon and Schuster (1976) and others enhances learning.

Through physical relaxation, mind calming and the above mentioned components a student becomes hypersuggestible and is put into an "open state" which is enlikened to the intuitive stage of a child that Piaget speaks about. Thus, proper conditions are created in a learning situation and must be maintained throughout.

Techniques that follow are used to maintain the created conditions and facilitate learning over extended periods.

Since Lozanov uses and experiments with the approach holistically, it is difficult to determine what facilitates what. Nevertheless, certain procedures appear to be used to maintain the created conditions over time.